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UNIVERSAL ISSUES OF HUMAN LIFE, A PENNSYLVANIA HUMANITIES REPORT.

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TO TEST THE EFFECTIVENESS OF A CURRICULUM GUIDE TO BE USED AS THE BASIS FOR HUMANITIES COURSES, THE PENNSYLVANIA HUMANITIES COMMISSION ENCOURAGED VOLUNTARY AND SELF-DIRECTIVE PILOT STUDIES IN 10 SCHOOLS DURING 1965-66. CLASSROOM SESSIONS WERE OBSERVED AND SCHOOL PRINCIPALS, HUMANITIES TEACHERS, AND SMALL GROUP OF PARTICIPATING STUDENTS WERE INTERVIEWED. IT WAS FOUND THAT THE HUMANITIES COURSE WAS REQUIRED IN TWO OF THE SCHOOLS AND OFFERED AS AN ELECTIVE IN THE REMAINING EIGHT, THAT IT WAS TAKEN MOST OFTEN BY SENIORS IN A COLLEGE-PREPARATION PROGRAM, THAT COURSES LASTED TWO SEMESTERS, AND THAT CLASSES MET TWO, THREE, OR FIVE TIMES A WEEK. TEACHERS GENERALLY HAD ENGLISH OR SOCIAL STUDIES BACKGROUNDS AND MOST HAD ATTENED A WORKSHOP IN THE TEACHING OF THE HUMANITIES. ALL BUT ONE OF THE PROGRAMS OFFERED SOME TYPE OF TEAM-TEACHING APPROACH. GRADES WERE MOST OFTEN BASED ON RESEARCH PAPERS AND ORAL PRESENTATIONS. STUDENTS GENERALLY RATED THE HUMANITIES COURSE AS AMONG THE BEST OF THE COURSES THEY HAD TAKEN, THOUGH THEY WANTED FEWER TEACHER LECTURES AND MORE GUEST LECTURES, STUDENT PARTICIPATION, AND FIELD TRIPS. (INCLUDED IN THIS REPORT ARE CASE STUDIES OF EIGHT OF THE 10 SCHOOLS WHICH PARTICPATED IN THE HUMANITIES PILOT STUDY.) (DL)

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UNIVERSAL ISSUES IN HUMAN LIFE

A Pennsylvania Humanities Report

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UNIVERSAL ISSUES OF HUMAN LIFE

A PENNSYLVANIA HUMANITIES REPORT

Prepared by

BUREAU OF CURRICULUM PLANNING

COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA DEPARTMENT
OF PUBLIC INSTRUCTION
HARRISBURG
1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Pennsylvania Humanities Commission

The humanities, if considered the study of arts and literature, have long been a part of the traditional school curriculum. Some dissatisfaction has arisen with this definition because it has been too restrictive in scope and sequence. Attempts have been made to expand its scope and to redefine its purpose so that students will be able to focus on the whole man. In keeping with these attempts to provide a more comprehensive view of man, Charles Keller explains the humanities this way:

> The humanities acquaint man with the thought, creations, and actions of his predecessors through the ages and of mankind around him. They tell him about his roots and his origins and his neighbors. They impel him to ask basic questions and to propound answers to them . . . the humanities have to do with making man more human.[1]

Responding to educators, artists and an informed general public who share Mr. Keller's viewpoint and to an increasing national concern over our government's step-mother attitude toward the arts and humanities, congressional action on the Arts and Humanities Bill in 1965 authorized the formation of a National Foundation on the Arts and the Humanities, seven years after similar congressional action resulted in the formation of the National Science Foundation. This action attempted to award the humanities comparable national status to the sciences.

Long before the passage of the Federal Humanities Act, Pennsylvania had been interested in and was actively engaged in the humanities. In February 1962, the Pennsylvania Humanities Commission under the leadership of Dr. Richard A. Gibboney was formed to develop a curriculum that dealt with significant issues in human life. Like many others, Commission members had become increasingly aware of and more concerned with the realization that the growing mechanization of life offers little in the way of personal satisfaction and self-understanding. Commission members also questioned the lack of education for and direction of leisure time activities for the majority of men in our current scientific-technologic milieu. With this in mind, the Pennsylvania Humanities Commission set out to design a curriculum that would be "a direct and deliberate attempt to develop in our young people an awareness of higher

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[1] Charles Keller, Speech at the Fifteenth Annual Fall Conference of the Department of Supervision and Curriculum Development, Pennsylvania State Education Association, Harrisburg, Pennsylvania, November 22, 1965.

levels of being, to make them conscious of greater dimensions of mind and to bring more substance to their own human experience."[2]

In 1965 the Commission published a guide, *Universal Issues in Human Life*. The goals as stated in this guide are:

(a) "to involve students and teachers in a mature analysis of significant human issues

(b) "to incorporate a non-sectarian moral element into the curriculum and

(c) "to provide a thread for the proper integration of separate subjects."[3]

The Commission suggested six universal issues for study in this guide. They are:

(a) Man's Search for Truth
(b) Man's Search for Freedom
(c) Man's Search for Beauty
(d) Man's Relationship with the Natural World
(e) Man and Society and
(f) Man's Relation to God.

The issues suggested were somewhat arbitrary. They are not mutually exclusive nor are they necessarily the only issues to be studied.

Since the Commission felt that "Any study of the universal issues of human life must draw upon all academic areas,"[4] the best approach may well be one that studies one issue from all points of view. Consequently Commission members suggested subject areas that would provide a sampling of diverse points of view on these themes. The subject areas are: literature, history, fine arts, philosophy, political science, non-technical literature in mathematics and science, anthropology and sociology.

To test its approach the Commission encouraged the introduction of pilot projects in ten schools. Programs from eight schools—Abington High School, Carlisle Senior High School, Cedar Cliff High School, Louis E. Dieruff High School, Hempfield Area Senior High School, Neshaminy High School, Selinsgrove Area High School, and State College Senior High School—are described in this report.[5] These pilots were entirely voluntary, self-directive and operable during the 1965-66 school year. Their purpose was to assist the Bureau of Curriculum Development and School Evaluation of the Department of Public Instruction in the refinement of the Commission's guidelines.

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[2] Pennsylvania Humanities Commission, Universal Issues in Human Life, Department of Public Instruction, Harrisburg, Pennsylvania, 1965, p. vii.
[3] Ibid., p. iii.
[4] *op. cit.*, p. iv.
[5] Pilots in two of the schools were subsequently retrenched due to the loss of initiating personnel and the decision to emphasize the humanities in separate content areas rather than a single course. Consequently, "pilot reports" on them are not included herein.

This report is based on late-spring visits to the ten pilot schools to determine if the guide was being used, how effective it was and how it could be improved. During these visitations, classroom sessions were observed and school principals, "humanities" teachers and small groups of participating students were interviewed. The result of these interviews and observations made by Joan Goldschmidt[6], under the direction of Patrick F. Toole of the Bureau of Curriculum Development and School Evaluation, follow.

What the Survey Shows

Each of the schools visited had developed its own humanities program though the guide continued to serve as a prime stimulus. Programs generally were the outgrowth of teacher personalities and backgrounds, scheduling and administrative considerations and student needs peculiar to a particular school. In cases where the guide was emphasized, it was the basic theme that was utilized rather than the suggested outline and supplementary materials. In some cases teachers and administrators felt that the best way to emphasize the humanities was by stressing the humanistic side of separate content areas. That each school's program was unique can be ascertained by viewing the synopsis of *Eight Case Studies.*

Teacher Interest

One of the most salient characteristics of the humanities programs visited was the deep interest and involvement of the teachers. In most cases this was the prime motivating force for the establishment of the humanities course. The administrator also played an important role here. Most were just as enthusiastic as the teachers and several were John Hay Fellows. This commitment led to the development of a curriculum based on the interests, philosophies, competencies and experiences of teachers; hence, no two schools' programs were identical. Most courses were semi-experimental with constant revision of curriculum and methodology. Most teachers expressed dissatisfaction with the limitations of their programs which they hoped to remedy. Teacher voiced and observed limitations basically were lack of a close-knit program, non-involvement of certain subjects and too little active student discussion.

Teacher Organization

A team approach was recommended by the Commission since every teacher is not competent in all of the subject areas subsumed under the

[6]Miss Goldschmidt is a research intern in a jointly sponsored, DPI-Bucknell University, work-training project. She is administratively attached to the DPI's Bureau of Research Administration and Coordination.

humanities. By utilizing all of the teachers in the team during one period of time, it was thought, participants could foster the idea of studying man wholly rather than segmented. Most schools (despite scheduling, monetary problems, or heavy teacher loads) used an interdepartmentalized team approach. But nearly all schools had taken different approaches to teacher methodology. In one case a head teacher was present for all class meetings while other team members made systematic appearances on appointed days. In another school, where there were five groups of students taking the course, each teacher had a topic and the classes rotated around the teacher, each class having a different curriculum sequence. Another school offered a team approach through large group instruction for one meeting and then provided further instruction and discussion in a traditional, self-contained classroom. One school offered a program in which all teachers were present all of the time except for small group discussion.

Planning Period

In cases where two or more teachers were involved, planning periods were thought to be necessary for cohesion and unity. Those who had planning periods remarked how helpful they were and some of those who did not have them acknowledged they could have done a better job had they had time for planning and research.

Classroom Methodology

The methods of presentation usually involved the following: teacher lectures, guest lectures, visual aids, audio aids, field trips, research or reading periods, student reports and student discussion. Often, time would be organized so that one day was lecture and another day discussion rather than having lectures interrupted. In many cases classes were small and discussion was encouraged as the primary means of exchanging ideas. Other forms of student classroom participation included oral presentations of research projects and student-led panels. Most schools, at least occasionally, brought in guest lecturers from nearby colleges or universities or speakers well known in their field or community. Few schools found time for field trips, but some were scheduled during the school day or on weekends. Generally the trips were optional. And generally they were to a large museum, to houses of particular architectural interest, to theaters or even to the U.N. Occasionally students received free periods for reading or research either individually or as a group.

There was a strong tendency among students to request more student discussion time and less teacher lecture time. At the same time students realized that much of the discussion is fruitless when students talk off the top of their heads and that some factual basis for discussion was necessary.

Many students cited the reading they were given as being helpful in acting as a springboard for discussion. Some students felt that teachers should be more skilled in guiding discussions along a specific stream of thought.

In line with the amount of classroom discussion students also requested less teacher-dominated discussion and less conformity with teacher points of view. They also suggested that they be given the opportunity to participate in the selection of topics for discussion.

Requirements

Several teachers made an effort to be flexible in their demands of students. Acceptable projects often were poems, paintings, songs, or even dances. Students liked this freedom of expression. Part of the humanities course requirements at most schools include a project or research paper. Often a list of suggested topics was made available to the student.

Several schools included the keeping of journals, which contained personal thoughts about the material covered in class and related to personal experience. Some students could not see the purpose of these journals. In one school, students were required to keep scrapbooks of the class topics. Usually these were pictures from popular magazines under which the student put personal comments. Unfortunately, this activity often was interpreted as or in fact was "busy work".

Marking

Teachers were hesitant about giving grades. Usually this option is out of their hands and they conform to the requests of school boards, administrators, and students who request grades or who emphasize the necessity of transcript credits. When tests were given, they were usually essay. In addition to this, grades sometimes depended on research papers, journals, essays and sometimes nonwritten assignments such as personal expression and classroom discussion. Often teachers simply gave everyone a B as was suggested by the Commission. Many students depended on grades as rewards or felt they were necessary for college. Others thought if grades were not given, the course would get a reputation for being easy and would be selected by students looking for a "filler" course. Yet, several students were attracted to the idea of no grades. They felt this to be "true education", as a student in the one school where no grades were given expressed it. In cases where the humanities was offered as part of the English course no grades were given. The teacher exercised the option to include grade recognition for humanities activity in the English grade given to the students.

Age and Ability

The college-bound senior was the student most likely to enroll in the humanities. Occasionally the class groups were ability-wise heterogenous. When the course was open to both juniors and seniors, they attended the same classes. Most administrators and teachers felt the humanities were for all ability levels and certainly could be offered to various age levels. Differences of opinion arose as to whether the students should be ability grouped or not. Generally noted was the comment that the course had to be "watered-down" for different ages and abilities.

Students indicated that exposure to the humanities would have been beneficial even in earlier senior-high grade levels rather than just in twelfth grade. Like teachers and administrators, students were also divided on ability grouping. Some students thought their less able peers would lower the quality of the course while others considered them to have well articulated opinions on values. This more sympathetic group of able students felt that since all students are, after all, part of the community, then all students should be included in a group predicated on understanding.

Scope

The scope of the program varied according to the skills and number of teachers available. Usually social studies, English and art were included in all programs. Music, philosophy, physical education, the dance, and science were less often a part of the program and teachers saw a need for more involvement of these and other subject areas.

Another consideration was the area to be covered during the course. A frequent danger seemed to be an outgrowth of humanities programs being offered only one year in the student's curriculum. This all too often resulted in focusing on too many issues or on too much material in too short a period of time.

When a course took a chronological approach, the students complained that the course was superficial. On the whole, they were interested in concepts and ideas and not chronological facts. When a chronological approach was taken, students wanted to know what the significance of a previous period was to the present and what, if any, the similarities were.

Sequence

Sequence (i.e., should beauty come before truth, modern period before classical?) had virtually been omitted since the course was generally offered for only one class on the twelfth grade level. In cases where students have had the opportunity for consecutive attendance, the curriculum was usually based on the same themes but with different facets or topics being emphasized. For instance, Abington-South took the same

historical approach in succeeding years, emphasizing literature and ethics one year and emphasizing philosophy and religion the next year.

Scheduling

Student's schedule time varied from school to school. Usually when the class was offered twice a week or one semester the students recommended increasing the time through more frequent or longer meetings. Some also requested that there be more time set aside for student discussion.

Some Conclusions

Humanities programs vary from school to school and degrees of success also vary. At this time no one is in position to select a "right way" or even to say a separate course is preferable to an integrated, school-wide, subject-area approach. Presently schools should experiment while taking their unique conditions into consideration.

Although evaluation measures to assess the success of these programs are difficult to devise, student responses seem to indicate humanities programs have not been a waste of time. Students believe that they now have a greater awareness and understanding of their own needs and those of others, that they have formed or strengthened values and convictions and that they have, in general, broadened their horizons.

If these tentative observations based only on one school-year's experience are found to be valid in succeeding years, then the Pennsylvania Humanities Commission's "direct and deliberate attempt to develop in our young people an awareness of higher levels of being, to make them conscious of greater dimensions of mind and to bring more substance to their own human experience" will not have been in vain.

Eight Case Studies

The following are case studies of the ten schools who participated in the humanities pilot study. The curriculum and methodology used have been developed independently of the Department of Public Instruction although at least one teacher from each school attended meetings in Harrisburg while *Universal Issues in Human Life* was being developed.

Abington High School

Abington High School, Abington, Pennsylvania, is a suburban school where well more than half of the graduating students go to college. The school is divided into a North Campus, housing 1,841 students in grades 9 and 10, and a South Campus, housing 1,677 students in grades 11 and 12. Humanities programs on each campus differ and yet are coordinated in a four year sequence.

A. North Campus

The humanities program which originated on the North Campus, is an elective course offered to students in upper ability levels. During 1965-66 111 students were enrolled.

The course is taught by three teachers, an English teacher, a social studies teacher and the school principal. In 1966-67 the number of teachers will be increased to five. They all meet together for a 40 minute large group instruction period. At this time guest lecturers speak, films are shown and panel discussions are held. This is followed by a semi-lecture-discussion period with a class size of about 20. The next class is a 20-minute seminar of about 10 students. Some field trips to nearby museums are obligatory; others to places such as New York are optional.

Students may take the course as many years as they wish. The class meets three times a week for both semesters and the students receive one-half credit.

Marks for the course are derived equally from journals of personal thoughts, essays, projects and classroom participation. Several research topics are suggested by the teachers for the required research projects but students may select their own topics.

During the 1965-66 school year the topics investigated centered around man and viewed him as the outsider, the hero, his relation to evil, warfare, science, human values and machines. The topics are constantly revised and vary from year to year.

B. South Campus

The South Campus has initiated a humanities course approach to lend continuity to the curriculum. Sixty-two (62) juniors and seniors were enrolled in 1965-66. Students on the South Campus, in addition to whatever involvement with humanities they may have had on the North Campus, may take the course two years in a row.

Four teachers from classics, modern languages, science and art are involved in the humanities. All of the students meet together for a large group instruction and then are divided into three classes that meet once again at various times during the week for discussion and clarification. Each teacher presents his material for about a six-week interval. Then all teachers join to tie the course together. Finally, students give an oral presentation of their individual project during their discussion class. Those presentations considered the best ones are presented again during the large group instruction.

This year Abington South students are discussing literature and ethics on a chronological basis and next year they will emphasize philosophy and religion. Periods explored are the Greco-Roman, the Middle Ages, the Renaissance and the Scientific Era. Students read the literature of the times often in original translations by the teachers and view art work illustrative of the period.

In 1966-67 Abington South teachers and administrators hope to include music in the program. They also hope to tape exemplary student presentations for inclusion in a planned humanities library.

A humanities seminar centered around contemporary issues and readings is offered during the summer.

Carlisle Senior High School

Carlisle Senior High School, Carlisle, Pennsylvania, is an urban school, grades 11-12 with 850 students. A little less than one-half of the students go to college. Thirty-five juniors and seniors who were in the upper fifth of the class were enrolled in Carlisle's humanities program in 1965-66. The course which is elective meets two times a week for two semesters. No credit is given. The curriculum content varies so that the course may be taken two years in a row.

Four teachers, one in history, one in mathematics with a music background and two in English work together on a team. All are present in each class and meet one period a week for a planning session.

The main theme of the course is man's search for morality. Some of the topics discussed are the population explosion, double standards, war and man as good, evil or neutral. This theme was chosen to give the students some guidance in determining values. Carlisle teachers feel the value of the course is to develop an interdisciplinary approach to the topic rather than a narrow single-disciplinary, segmented one. The readings assigned are selected so as not to duplicate those used by other courses.

Large group instruction is used for the lecture portion of the class which is then broken down into small group discussion averaging about nine students per teacher. More than 50 percent of the time is spent in discussion. Several guest lecturers have spoken and students are encouraged to attend pertinent functions and watch appropriate TV programs. Some students have played musical instruments in class. No tests or writings are required and no grades are given.

Next year Carlisle hopes to offer the humanities to lower ability level students and is preparing a course accordingly.

Cedar Cliff High School

Cedar Cliff High School, Camp Hill, Pennsylvania is a suburban school, grades 10-12, with 1,570 students. Almost one-half of the students go on to college. A semester course in the humanities is offered to B average students but due to scheduling and electives generally college-prep, liberal-arts students dominate the class. A total of 60 students take the course—30 each semester. The classes meet five times a week.

Three teachers with backgrounds in art, history and literature conduct the course in which historical periods are studied in chronological order. First a background of the history and thought of the period is given and then the art, music, and literature of the time are presented. Most of the classroom time is spent in teacher lecture.

Students are required to write three term papers and to keep daily journals of their thoughts on the materials covered. No tests are given. Usually the students receive a B for the course.

Most students are disappointed about the brevity of the course and wish it were at least two semesters long. They also feel if the classes were longer they could go into more depth and could have more discussion.

Louis E. Dieruff High School

Louis E. Dieruff High School, Allentown, Pennsylvania, is an urban school, grades 10-12, with 1,451 students. Approximately a fourth of the students go on to college. The course is a requirement for all twelfth grade academic students and is offered during activity periods plus the English class sessions over a three-week period, a total of 25 to 30 meetings. During the activity period, students hear lectures given by the art, music, history, and English teachers and guest lecturers. The individual English classes act as a continuing period for reading, discussion and research. Students are required to do a research paper and other written assignments as given. Any marks are included in the English mark.

The topic of discussion this year was the Biblical story of Saul and David. For several previous years a historical approach was taken. In 1964-65 the topic was "An Experiment in Despair", which depicted the 1920's. Even though the program is established, the teachers continue to meet to explore new topics that may be suitable for the program.

Teachers are aware that there is not yet enough time for student discussion and student-teacher interaction, yet "the spirit of the course has taken hold of everyone. Usually the carryover into the English class is so vital that the normally decorus English class becomes a lively discussion period. Consequently, both teachers and students feel the course should be required of all."

Hempfield Area Senior High School

Hempfield Area Senior High School, Greensburg, Pennsylvania, is a suburban school, grades 10-12, with 1,890 students. About a third of the students go on to college. The humanities is an elective credit course offered five times a week. Fourteen seniors were enrolled in the course last year; next year 65 will attend. The class is taught by the guidance

counselor who has a background in social studies. With the enlarged enrollment, plans for next year (1966-67) will be different and probably a team approach will be used.

Five books, *Animal Farm, Essay on Liberty, The Republic, The Crucible, Mount-Saint Michel and Chartes,* in addition to a fine arts text, are used as the core of the course. The six themes of the *Universal Issues in Human Life* are discussed in context with these readings. Discussion covers a major part of the classroom time. Many field trips were taken to nearby art shows, museums and nearby colleges.

Grades are based on essays, tests and student presentation of ideas. A library research paper is required in which a historic period is discussed in light of its fine arts and philosophy.

Students interviewed felt the small class, the close rapport with the teacher, and the atmosphere of freedom in discussion contributed to the success of the class.

Neshaminy High School

Neshaminy High School, Langhorne, Pennsylvania, is a suburban school, grades 10-12, with 2,266 students. Approximately half of the students go to college. The humanities program is required of all juniors and seniors whose schedules permit. Over 80 percent of them are presently enrolled, regardless of abilities. In 1966-67 all juniors and seniors, plus one half of the 10th grade, will be included in the program.

The course is organized around the English classes though other subject fields are involved. Three to six classes meet together once a week for a large group instruction program which consists of lectures, demonstrations and illustrated lectures given by school staff from various disciplinary areas or by guests from a speciality area. Films may be shown, dramatizations, musical programs and student panels are presented. Students on their own have initiated an arts festival.

The topics for the program in the junior class concern man's identification with society, man's search for freedom, and man's identification with the natural world. Concurrently these are related in the English class with literature, principally American. In the senior class students cover man's search for beauty, man's search for truth and man's search for God. These topics are discussed in the English class and are related to the literature studied.

The selection of readings and the direction of discussions emanating from the large group instruction are left to the discretion of the individual teachers involved. In some instances, however, there is little carryover into the English class, so involvement in the humanities varies. No marks or credit are given for the humanities program, but grades, of course, are given for English. Additionally, a statement sent to all colleges where students apply for admission reads: "A broad humanities program

has been developed within the English course of study. Art and music are an integral part of the program."

Some students wished for more discussion time with guest lecturers and for more student discussion time. Plans have been made to remedy this in the 1966-67 program.

Selinsgrove Area High School

Selinsgrove Area High School, Selinsgrove, Pennsylvania, is a rural school, grades 7-12, with 1,286 students. Approximately a fifth of the students go to college. Senior, college-prep students may elect the humanities course which is given for credit. Twenty-eight were taking the course in 1965-66. The course is conducted by a four-teacher team, two from the field of English, and two from the social studies. An English teacher heads the team and is present for all classes. The other teachers are each present for one period or more a week. When the course first began, the teachers spent the preceding summer and one period a week during the school year planning. Now, there is a common planning period for all four teachers during the school day once every two weeks.

The theme of the course is man's search for individuality and lasting values. A historical approach dealing with universal issues is taken. Starting with the modern age, the Classical, Middle and Renaissance periods follow. Concentrated on are literature, art architecture, music, dance, philosophy and religion.

A reading list of books, fiction and non-fiction, is given to each of the humanities students at the close of the school prior to their entry into the humanities class. Each student is required to read five of these, each from a different area, during the summer months. During the class periods, additional reading assignments are made, and the class as a whole reads selected plays from Greek and modern playwrights.

Classroom presentation centers around student participation. Guest and teacher lecturers are illustrated by recordings, slides and films. Several field trips are made with a trip in the spring to visit the Philadelphia Museum of Art, the Rodin Museum and a cathedral. In addition to student-appointed panels, each student is expected to work on a project which he presents during an entire class period assigned to him. Students are also required to keep notebooks and scrapbooks. At the end of each unit each student writes an essay on material studied. Marks are based on these requirements.

Students are directed to attend musical events and dramatic performances and lectures at nearby colleges. Whenever possible the class attends these as a group. When significant television programs are presented, members of the class watch these and discuss them in following class sessions.

State College Senior High School

State College Senior High School, State College, Pennsylvania, is an urban school, grades 10-12, with 1,241 students. About two thirds of the student body go on to college. Any junior or senior who has not taken the course may choose the humanities as an elective. The class meets twice a week both semesters. Credit is given. Ninety-nine students were enrolled into four classes last year. Six teachers from the areas of math, biology, German, art, social studies and guidance (background in English and anthropology) were involved in the humanities.

The six issues presented in *Universal Issues in Human Life* are used though teachers and students do not follow the guidelines. Each teacher specializes on one topic and spends six weeks or 12 class periods with each group. Although the course is continuous, the sequence for each group varies, permitting the teachers to be free from classes for two marking periods. No planning period is provided. The teachers are concerned that the course may be too fragmented. They would like to see more interrelationship. Provisions have been made for each teacher to have three planning periods in 1966-67.

The majority of the classroom time is spent in informal student discussion. Besides teacher lecture, guests are brought in from the nearby university. On occasion all groups meet for large group instruction.

Reading is minimal since the grouping is heterogenous and requirements vary according to the teacher. Generally some small project showing self expression using any medium is required.

Summary

Of the eight schools visited, all offer a formal humanities course, two of which require attendance. The course is most often offered to seniors taking an academic, college-prep program. Most of the programs have been offered now for three or four years. The total number of students enrolled in these experimental programs during the 1965-66 school year was 2,069.[1] It is difficult to determine the average class size since some classes are team-taught. They probably range from 10 to 30 students during discussion periods. Most of the courses last two semesters. They meet two, three or five times a week.

All but one of the classrooms are organized so that the student receives the benefit of more than one teacher though there is only one team approach in which all teachers are present all of the time. Generally the teachers have backgrounds in social studies or English. Three schools offer courses with 50 percent or more of the classroom time spent in student discussion or participation.

Grades are most often based on research papers and student oral presentations. Schools are divided on the type of thematic approach taken (historical, one or more universal issues, or one specific theme). Most teachers have attended a workshop in the humanities.

It is difficult to delineate the subject areas included in the humanities but most generally art, music, literature, philosophy and history are included.

The students generally rate the humanities course as among the best or better than most courses.

Generally speaking the students wanted fewer teacher lectures, more guest lectures, more student participation and more field trips.

Most of the comments made by students for improving the course centered around going into the concepts in more depth, encouraging more student involvment, (discussion and selection of topic) and providing more classroom time.

Tables

The following data was collected on field trips to the individual pilot schools during May of 1966. It is important to remember that data referring to classroom time were estimated by the teacher. Student ratings and opinions were based on a small number of students, approximately five per school, sometimes selected by teachers.

[1] During the same year over 6,000 public school students throughout the state were enrolled in humanities programs according to an annual secondary report filed by all districts.

TABLE I

	Abington H. S. North Campus	Abington H. S. South Campus	Carlisle Senior H. S.	Cedar Cliff H. S.	Louis E. Dieruff H. S.
Total school size	1,841 (9-10)	1,677 (11-12)	850 (11-12)	1,570 (10-12)	1,451 (10-12)
Grades involved in the humanities	9 and 10	11 and 12	11 and 12	12	12
% of grade involved	6% of 9 5% of 10	3.6% of 11 3.8% of 12	1.9% of 11 6.5% of 12	10% of 12	48% of 12
Size of class	111 LGI[1] 20 IDG[2] 10 SDG[3]	62 LGI-20 20 SDG	35 LGI 9 SGD	30	188 LGI— English Class
Meetings per week	3	2	2	5	Activity Period during a 3 month period and English classes
Teacher organization	Interdepartmental team approach	Interdepartmental team approach	Interdepartmental team approach	Interdepartmental team approach	Interdepartmental team approach
Number of teachers involved	3-6	4	4	3	5 + Principal and Department Supervisor
Departments involved	English (2), Principal, Social Studies	Modern Language, Art, Science, Classics	Social Studies, English (2), Math	Social Studies, English, Art	History, Art, English, Music
In-service training	John Hay Fellowship			John Hay Fellowship	teacher workshop
Course has been offered	3 years	4 years	4 years	3 years	5 years
Ability level	upper ability level	only college prep choose	only top–¼ students	college prep	college prep required
Content approach	Thematic	historical	Thematic	historical	Thematic

[1] Large Group Instruction [2] Inter Discussion Group [3] Small Discussion Group

TABLE II

	Hempfield Area Senior H. S.	Neshaminy H. S.	Selinsgrove Area H. S.	State College Senior H. S.
Total school size	1,890 (10-12)	2,366 (10-12)	1,286 (7-12)	1,241 (10-12)
Grades involved in humanities	12	11 and 12	12	11 and 12
% of grade involved	2% of 12	80% of 11 88% of 12	15% of 12	11% of 11 13% of 12
Size of class	14	LGI[1] of 2 or 3 English classes and individual English class	28	21 to 28 per class
Meetings per week	5	1 plus English classes	4	2
Teacher organization	single teacher	Interdepartmental team approach	Interdepartmental team approach	Interdepartmental team approach
Number of teachers involved	1	30 English teachers plus other departments	4	6
Departments involved	Guidance	English (Social Studies, Art, and Music)	Social Studies (2), English (2) Art, and Music	Social Studies, Art, Guidance, Math, Modern language, and Science
In-service training	John Hay Fellowship	teacher workshops	teacher workshops	teacher workshops
Years a course has been offered	3 years	6 years	4 years	4 years
Ability level	only college prep choose	all required	college prep	only college prep and academic choose
Content approach	universal issues	universal issues	historical and universal issues	universal issues

[1] LGI—Large Group Instruction

Table III

	Abington North	Abington South	Carlisle	Cedar Cliff	Louis Dieruff	Hempfield	Neshaminy	Selinsgrove	State College
Course may be taken more than once ...	x	x	x				x		
Offered to juniors and seniors		x	x				x		x
Credit is given	x	x		x		x	x	x	x
Offer a two semester course	x	x	x			x		x	x
Offer a summer course		x				x			
Have a teacher planning period			x					x	
Course is required					x		x		
CLASSROOM TIME*									
Spend 50% or more time in teacher lecture				x	x				
Spend 1% or more time in guest lecture	x		x	x	x	x	x	x	x
Spend 50% or more time in visual aids								x	x
Spend 1% or more time with audio aids	x	x	x	x	x	x	x	x	x
Spend 50% or more time in student participation	x	x	x			x		x	x
Go on field trips	x		x	x		x		x	
Spend time for individual reading	x			x		x		x	
REQUIREMENTS									
Journal	x			x					
Scrapbooks								x	x
Essay or research report often oral ...	x	x		x	x	x		x	x
Essay tests	x					x		x	

* Based on teacher estimates

Table IV

* Student Rating of Course	Total
Among the best	25
Better than most	18
Equal to most	6
Not very good	1
Pretty bad	1
Students Prefer:	
More teacher lecture	7
Less teacher lecture	39
More guest lecturers	44
Less guest lecturers	5
More audio aids	27
Less audio aids	14
More visual aids	31
Less visual aids	8
More student discussion and participation	36
Less student discussion	10
More field trips	39
Less field trips	9
More free reading periods	17
Less free reading periods	29

* 53 questionnaires were administered but not all questions were answered.

Directory of Pilot Schools

Dr. Allan Glatthorn
Principal
Abington High School
Abington, Pennsylvania

Mr. James R. Smith
Director of I.D.E.A.
Abington High School
North Campus
Abington, Pennsylvania

Mr. James Murphy
Humanities and Latin Teacher
Abington High School
South Campus
Abington, Pennsylvania

Mr. Mark M. Burkhart
Principal
Carlisle Senior High School
Carlisle, Pennsylvania

Miss Dilys Schuettler
Head of English Department
Carlisle Senior High School
Carlisle, Pennsylvania

Mr. Louis Edwards
Principal
Cedar Cliff High School
Camp Hill, Pennsylvania

Mr. Terence Palmer
Coordinator of English Department
Cedar Cliff High School
Camp Hill, Pennsylvania

Mr. Robert J. Wagner
Principal
Hempfield Area Sr. High School
Greensburg, Pennsylvania

Mr. Salvatore Bitonti
Humanities Teacher
Hempfield Area Sr. High School
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Mrs. Marian Bressler
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State College, Pennsylvania